

Stepney Primary School



A Small School With Great Expectations

Behaviour & Discipline Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

Aim

To foster standards of individual and social behaviour in school by developing mutual respect, so increasing self-discipline and social responsibility.

To establish and embed consistent rules so that effective teaching and learning can take place.

Objectives

In partnership with pupils, parents and governors are objectives are to:

- enforce school rules to promote safety and good order, and communicate these rules clearly to pupils, parents and governor;
- apply rules firmly and consistently with high levels of supervision, and all staff to provide a good example in their behaviour towards pupils and each other;
- provide real opportunities for children to behave with fairness, consideration and responsibility, and nurture children's confidence and self-esteem by recognising all their achievements, social, sporting, academic and non-academic;
- listen with genuine interest to children and encourage them to listen, take turns, put others first, not leave others out and abide by the rules of games;
- ensure effective classroom management with a stimulating and suitably differentiated curriculum addressing the needs of all our pupils, promptly seeking appropriate advice and assistance;
- provide as interesting and pleasant a physical environment as possible, discouraging litter and vandalism and promoting respect for our environment;
- to develop and enforce an anti-bullying policy;
- to foster an inclusive environment for all, promoting community cohesion.

Implementation

The school uses a form of assertive discipline, coupled with restorative practices techniques and strategies. We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour.

Roles and Responsibilities

a) Teaching Staff

All members of staff have a joint responsibility in the implementation of this policy.

Essential to this are:

- regular discussion arising from specific difficulties;
- accurate recording of specific issues;
- seeking commonly agreed solutions;
- support from senior staff and external agencies when necessary;
- mutual support amongst class teachers.

b) Non-teaching Staff

The Teaching Assistants support children in the classroom with a consistent approach to discipline and learning.

Lunchtime supervisory assistants are provided with training in play activities, restorative practices, behaviour management, and aspects of Child Protection, such as Team Teach strategies.

The Head and Deputy support them in their tasks as appropriate.

Whole school:

Our school rules are:

- Follow instructions first time.
- Look after things and keep things tidy.
- Keep hands, feet and comments to yourself.
- Put your hand up when you want to say something.
- Ask if you wish to leave your seat.

These are whole school rules, to allow a consistent approach, and are enforced by all staff.

Rewards

Children are praised and rewarded by class teachers and non-teaching assistants. Pupils may be sent to other teachers or the Head to show good work.

Children's achievements are recognised in a weekly Achievement Assembly. Two children are chosen from each class on a rota basis for Distinction Certificates. In addition the teacher from each class nominates a 'Star of the Week' each week.

Pupils work towards Bronze, Silver and Gold certificates. There is a special assembly to present these awards and celebrate other achievements such as swimming and cycling.

Pupils are organised into four houses: Johnson, Pearson, Sullivan and Wilberforce. House points are awarded during the week. These are then collected by the House Captains (a year 6 boy and girl from each house). For the winning house each week four points will be added to the 'race track' in the hall then three points for second place etc. A special prize or activity will be given/arranged for the house who wins each race.

Lunchtime stars are awarded by the supervisors weekly, to reward pupils who behave well at lunchtime.

In addition, stickers, certificates and other small prizes (no sweets) are issued by any member of staff as and when appropriate.

Sanctions

Where possible restorative practices techniques and strategies will be followed: these will include restorative circles.

Sanctions follow an Assertive Discipline approach. These follow 5 stages:-

1. If a rule is broken → Pupil will be given a verbal warning.
2. If a further rule is broken → Pupil will miss 5 minutes of his/her play
3. If a further rule is broken → Pupil will miss 10 minutes of his/her playtime
4. If a further rule is broken → Pupil will be sent to a paired class for 15 minutes 'time out' and miss 10 minutes of his/her playtime.
5. If a further rule is broken → Pupil's parents will be contacted by the class teacher. The class teacher is expected to keep records of this on an Assertive Discipline proforma.

No child can earn minutes back from these sanctions. The Head or Deputy Headteacher will only become involved when all 5 stages have been followed.

Letters will be sent home to parents if a child is in detention on a regular basis. The head or deputy head will follow up issues with these children on a weekly basis.

Stepping down

If patterns of persistent poor behaviour emerge but a pupil is not getting to the stage that parents would be contacted, it may be necessary to 'step down' so that parents are contacted earlier e.g. after 2 or 3 stages.

Detention

Detentions are supervised by staff and the number of times a pupil has detention is monitored.

In addition, teachers may use the attitude levels and move pupils up and down the levels as appropriate. Attitude levels are monitored by the Head. If pupils persistently fall below the expected attitude, then parents will be contacted to discuss their child's behaviour.

More serious offences should be recorded on a 'chronology sheet', signed and dated. (NB No other child's name should be on these sheets). These are kept in the class behaviour file. A copy of these incidents should be given to the Head or Deputyhead so that these more serious incidents can be followed up appropriately.

Pastoral Support Room

More serious offences may mean the child spends time in the Pastoral Support Room. This is at the Head's discretion and offers an alternative to exclusion. Parents will be informed. For every time that a child has to spend time in the Pastoral Room an entry must be made in the Pastoral Room log (kept in the headteacher's office)

For repeated serious offences, or for those at risk of exclusion, pupils may need a Pastoral Support Plan. These are managed by the SENCO or other senior member of staff. Parents and other relevant agencies will be invited to attend these meetings. Class teachers will be expected to liaise with parents and issue 'Good Day notes' if the child has had a good day. There will be follow up meetings dependent on the progress made by the child. These will normally occur once a fortnight, however, the final decision on timings will be decided at the PSP meeting.

In extreme cases a pupils may be excluded from the school. This will involve the Governing Body.

Poor lunchtime behaviour is reported to the senior supervisor. As appropriate she will send a letter home to parents or report the incident to the Head. Records of lunchtime incidents are kept by the senior supervisor.

For repeated poor playtime and lunchtime behaviour use will be made of the nurture and self-esteem programmes run by the SEB (Social and Emotional Behaviour) team. If it continues to be a problem despite all the restorative measures, a warning will be sent to parents that unless behaviour improves, the child may be excluded from dinnertimes for up to one week.

Care and Control - On a small number of occasions pupils may need to be restrained for their safety and the safety of others: when this is necessary LEA guidelines or National guidelines will be followed. Staff have been trained using team teach techniques.

Pupils with Complex Emotional and Behavioural Difficulties

A range of strategies will be used to support pupils with more complex needs, to avoid exclusions wherever possible. These include:

- A Pastoral Support Plan (PSP) and Individual Behaviour Plan.
- Behaviour Support Assistant to support behaviour and learning (if identified on PSP)
- Self-esteem programme (implemented by Behaviour Support Assistant)
- Close liaison with home
- Referral to Whitehouse Unit (SENCO)

Teaching Styles

Consistency in teachers following guidelines is very important, as is the organisation of the framework within which pupils may work.

It is also true to say that children learn better and behave better when they are stimulated and challenged.

In an effective working environment one would expect high levels of industry, low noise levels, effective pupil talk and movement around the class that is work-related.

Communication between teacher and pupil is clearly important in class if pupils are to make progress.

Updated Spring 2009

To be reviewed Spring 2010